**STUDENT PROGRAM LEARNING PLAN**

**Title: Mulan and her Family**

Note: The model Learning Plan below is an exemplar. It includes various tasks in the three modes of communication as a reference for STARTALK Program Directors, Lead Instructors, and teachers as they plan lessons and learning episodes. These plans are not meant to be followed exactly because every program is different. Instead, they are meant to give ideas on how learning plans might be implemented. **These plans include more detail than is required.** STARTALK encourages comprehensive plans but does not require the level of detail included here.

*For step-by-step help in completing this document, please see the accompanying* [*annotated learning plan*](https://startalk.umd.edu/public/system/files/resources/studentprogramannotatedlearningplan.pdf) *and sample learning plans.*

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| **Date:** |  | **Grade Range of Learners:** | **3-5** | **Targeted Performance Level:** | **NM** |
| **Time Allotted for This Learning Plan: 90 Minutes** | | | | | |

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| **Lesson Can-Do Statements**  *Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to this learning plan.* |
| Interpersonal Speaking   * I can name and describe Mulan and her family members. * I can name activities that Mulan and her family do at home. * I can ask and answer questions about Mulan, her family members, and activities that the family does on the farm. * I can describe my family members and the things they do at home.   Interpretive Listening   * I can recognize the names of Mulan’s family members and my family members. * I can recognize brief descriptions of Mulan and her family and of members of my family. * I can distinguish among activities that Mulan and her family do on the farm and what my family and I do at home.   Presentational Speaking   * I can describe my family members and the members of Mulan’s family * I can compare my family with Mulan’s family |

*Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.*

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| **Culture** |  | | **Content** |  | | **Language** |
| Authentic legend from the target country | |  | | | Mulan has \_\_\_\_  Mulan is \_\_\_\_  Mulan does \_\_\_\_  Her/My mother/father/sister/brother has/is/does \_\_\_\_  mother, father, brother, sister  old, young, big, small,  cook, sword fighting, play, plant  watch TV, eat, work, play video games | |

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| **EPISODE # 1 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:**  *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can identify characters from the story of Mulan: mother, father, daughter.  I can describe Mulan and her family members: gender, size, and one characteristic. | Using the line-up strategy, students name the character in the picture they are holding and tell one fact about that character (gender, size, characteristic). *You Do* |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher introduces characters (mother, father, younger brother, Mulan) from the story of Mulan using a digital presentation, visuals, a video clip, gestures, pantomime, and/or realia. *I Do*
2. Teacher distributes individual pictures of the characters, one to a student. The teacher names and describes the people one at a time. *This is Mulan’s father. He is old and weak. This is Mulan’s mother. She is small. This is Mulan’s brother. He is very young/small. This is Mulan. She is brave.* Students holding that picture stand up when the teacher orally names the character from the story. *We Do Guided*
3. The teacher describes the people (using a different mode; if PowerPoint was used the first time, perhaps this time the teacher can use laminated visuals). The class points to the student with the corresponding picture as the teacher mentions that character. *We Do Guided*
4. Students exchange pictures and the teacher describes the characters again in a slightly different way. (Perhaps this time using gestures for each character.) Students attach the corresponding picture to the whiteboard when the teacher talks about the character they have. *We Do Guided*
5. Using the line-up strategy, students name the character in the picture they are holding and tell one fact about that character (gender, size, characteristic). *You Do*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| The pictures and names of the pictures depicting the characters of Mulan story are posted on a large chart in the classroom as reference for students who need the vocabulary and language chunks to carry out the tasks. |

**EPISODE # 2 Number of minutes****for this episode:** 30

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| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:**  *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can describe what Mulan can do: ride horses and shoot arrows  I can demonstrate my understanding of activities that Mulan and her family do. | Holding a picture of the vocabulary, students circulate to describe the picture they have. They interact with at least 5 different classmates. *I have \_\_\_. He/She is\_\_\_\_\_. What do you have?* |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher pulls out pictures of characters from the Mulan story from a “magic” bag or box and asks yes/no or either/or, and *what is* questions about the visuals. “Is this \_\_\_\_? Is this a \_\_\_\_ or a \_\_\_\_? What is this? *This is \_\_\_\_.*” *We Do Guided*
2. Teacher narrates things that Mulan and her family do on their farm (Mulan’s mother cooks, Mulan’s father takes care of the animals, Mulan’s brother plays. Mulan practices sword fighting). As the teacher talks about each character, students perform gestures/actions for each of the activities. *We Do Guided*
3. The teacher leads a Total Physical Response sequence for vocabulary acquisition. Students act out the tasks that Mulan and her family do on the farm as well as each person’s characteristics (old, young, strong, big, small). (*Students do not have to produce this vocabulary. Rather they need to recognize it and be able to perform corresponding actions.) We Do Guided*
4. Students close their eyes and act out gestures according to teacher directions. *You Do*
5. If available, the teacher gives 2 and 3 step commands for students to follow. Ex. *Hold up Mulan’s brother and show how he plays on the farm. Find Mulan’s father and show him planting. Hold up the picture of Mulan and show her sword fighting.*
6. Holding a picture of the vocabulary, students circulate to describe the picture they have. They interact with at least 5 different classmates. *I have \_\_\_. He/She is \_\_\_\_. What do you have? You Do*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| The teacher and students create a word wall with pertinent vocabulary and functions for students to use as they perform the lesson tasks. |

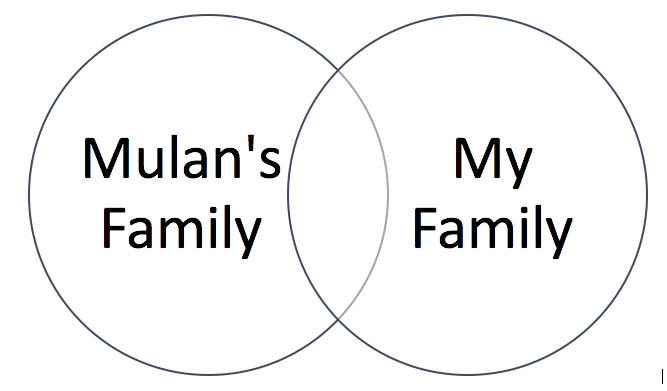
**EPISODE # 3 Number of minutes****for this episode:** 30

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| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:**  *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can describe what my family members do at home.  I can answer questions about my family members, and activities that we do at home. | Using pictures, students complete a Venn diagram comparing their families and activities with those of Mulan. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher introduces his or her family members in the context of a brief story using visuals and concrete items that represent who they are and one activity or chore that each person does at home (The teacher integrates the previously learned vocabulary from the Mulan story and adds a few new expressions (*“My mother goes to work and my father goes to work*. *My brother plays video games. I set the table.* *(Chores may vary depending on the vocabulary that the program chooses.) I Do*
2. Students in small groups have an 8x10 printed sheet of small visuals representing new and previously learned vocabulary. As the teacher calls out the vocabulary word/expression, students play the finger fly swatter game pointing to the image representing the word/expression called out by their teacher. This is best played in pairs. *We Do Guided*
3. Students act out the gestures related to activities that they do at home*. We Do Guided*
4. Once the teacher is confident that students have internalized most of the vocabulary, he/she begins to describe the pictures; students show understanding by pointing to the corresponding picture. *We Do Guided*
5. Using pictures, students complete a Venn diagram comparing their families and activities with those of Mulan. *You Do*

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1. If time is available, students pair to talk about the comparisons they made. The teacher provides sentence starters (In my family, I have… Mulan has…I like to… Mulan likes to…) *You Do*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Vocabulary for family activities are posted on a large chart in the classroom as reference for students who need the vocabulary and language chunks to carry out the tasks. |

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| **MATERIALS NEEDED**  *What supplies and materials will you need to successfully implement this learning plan?* |
| Authentic legend from the target country  Visuals of characters from the story  Visuals of activities/chores that the story characters and students’ family members perform  Individual Venn diagrams for each student |

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| **PERSONAL REFLECTION**  *How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |
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**Please Note: The language items in these learning plans will need to be recycled throughout the program.**